

MAILING INSTRUCTIONS: The ORIGINAL and TWO (2) copies of this application must be RECEIVED at the STATE address indicated by 5:00 p.m., October 1, 2003.

MICHIGAN DEPARTMENT OF EDUCATION

August 15, 2003

GRANT ANNOUNCEMENT

2003-2004 Great Parents, Great Start Program Grants

This application packet includes:

- Grant Announcement
- Part I General Information
- Part II Additional Information
- Part III Review Process Information
- Part IV Program Characteristics
- Part V Application Information and Instructions and Review Criteria
- Application Checklist
- Appendix A
- Appendix B
- Application Form (IM-02-66)

NATURE OF ACTION REQUESTED: X VOLUNTARY

The Department of Education is pleased to announce the new 2003-2004 Great Parents, Great Start Program Grants. The program is supported through Section 32j of the State School Aid Act, as amended, P.A. 158 of 2003. The Great Parents, Great Start Program Grants provide \$3,326,000 for collaborative community efforts to develop parent involvement and education programs. The programs must be designed for the families of children from birth to age five. The State Board of Education at its July 24, 2003 meeting approved criteria for the 2003-2004 Great Parents, Great Start Program Grants. Funds will be awarded through a competitive application process to intermediate school districts.

The grant application for the 2003-2004 Great Parents, Great Start Program Grants (Form IM-02-66), containing the necessary forms and instructions for completing the application, is available on-line at <http://www.michigan.gov/mde>. The applicant should click on "keywords" in the tool bar at the top of the page. A drop-down menu will include the Great Parents, Great Start, and clicking on that item will immediately allow the user to select the application forms and instructions.

Completed applications must be documented by delivery agent for delivery on or before 5:00 p.m., October 1, 2003. An original and two (2) copies (for a total of three) of the completed application are to be received at the state agency address listed on page 5. Only those intermediate school district applicants meeting all of the conditions outlined will be eligible for consideration. Questions concerning the 2003-2004 Great Parents, Great Start Program Grants should be forwarded to Early Childhood and Parenting Programs at (517) 373-8483.

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**MICHIGAN DEPARTMENT OF EDUCATION
EARLY CHILDHOOD AND PARENTING PROGRAMS
APPLICATION FOR
2003-2004 GREAT PARENTS, GREAT START PROGRAM GRANTS**

PART I. GENERAL INFORMATION

INTRODUCTION

Supportive and stimulating early experiences are important for children's school success with family relationships providing the context and environment for children's early years. Improved school readiness and the maintenance of stable families are state priorities. The State Board of Education has among its priorities the fostering of investment in early childhood education and connecting schools and families. In support of these priorities, the program created under Section 32j builds upon the experience of the Michigan Department of Education and 23 intermediate school districts with the All Students Achieve Program-Parent Involvement and Education (ASAP-PIE) Grant program. ASAP-PIE was a grant program that provided parenting education and involvement opportunities to families with children birth to five years of age residing in 23 intermediate school districts across Michigan. This program was funded at \$45 million annually for two years, with full operation occurring from September 2001 through June 2003.

The Great Parents, Great Start Program Grants are designed, as was ASAP-PIE, to serve all families having young children who wish to participate. Experience with ASAP-PIE has shown that this approach reaches numerous at-risk families who have not previously been identified for services and assists young families with positive parenting skills. Approximately one-third of all ASAP-PIE families served were low income.

Experience with ASAP-PIE also revealed that young families, regardless of income, often lack knowledge regarding their children's development and the needs of children for language stimulation and other cognitive and emotional opportunities. Linkage to community resources was invaluable in ASAP-PIE for mental health services to depressed mothers and needed follow up for children with previously undetected hearing, speech, and vision difficulties. Many benefits were gained from strengthening the coordination and collaboration between schools and communities.

Section 32j of the State School Aid Act for FY2003-2004 now moves to establish a parent education initiative on a statewide basis, Great Parents, Great Start. Section 32j appropriates \$3,326,000 for grants to intermediate school districts for the operation of this program.

Applicants are encouraged to develop innovative parent education and involvement models that particularly fit the needs of diverse families in their communities, as well as recognizing the importance of the community's historical, ethnic, linguistic and cultural resources. Given the limited funding available to serve a universal population, projects that link parent education and involvement to existing community services that serve families with young children are encouraged. Great Parents, Great Start funds may be used in conjunction with ongoing projects for the purpose of creating and/or expanding parent education and involvement opportunities within already existing services. Funds should not be used to supplant or duplicate existing ongoing projects. **Project funds may only be used for the program components funded under Section 32j.**

Programs funded under this section of the State School Aid Act must utilize the most current validated research-based methods and curricula for providing program components described in Section 32j (2). Additionally, each applicant is encouraged to develop a program plan that utilizes the experience and expertise of local partners so that Great Parents, Great Start services recognize and build upon individual family strengths and existing community services.

GRANT PURPOSE

The purpose of the Great Parents, Great Start Program Grants is twofold: to improve school readiness and to foster the maintenance of stable families. To achieve this purpose, each grant must offer programming that will provide parents with:

- information on child development from birth to age five;
- methods to enhance parent-child interaction, including encouraging parents to read to their children at least one-half hour each day;
- access to needed community services through a community-school-home partnership; and
- examples of learning opportunities to promote intellectual, physical, and social growth of children, five years of age and younger.

STATE BOARD OF EDUCATION STRATEGIC GOAL AND INITIATIVES

The State Board of Education has adopted as its Strategic Goal "Attain substantial and meaningful improvement in academic achievement for all students/children, with primary emphasis on chronically under performing schools and students." In addition, the State Board has adopted the following five Strategic Initiatives to implement the goal:

- Ensuring Excellent Educators
- Elevating Educational Leadership
- Embracing the Information Age
- Ensuring Early Childhood Literacy
- Integrating Communities and Schools

To the extent possible, all grant criteria and grant awards will include consideration of the Strategic Goal and the Strategic Initiatives. The Great Parents, Great Start Program Grants should address the strategic goal by providing parent education and involvement opportunities through an integration of schools and communities. These opportunities must be available to any interested family with children birth to five years of age. Additional attention in the program plan should be given to including program components focused on families whose children would benefit from more intensive services to foster increased school readiness and family stability.

TARGET POPULATION TO BE SERVED BY GRANT

Services provided by the Great Parents, Great Start Program Grants must include opportunities available to all families with children ages birth to age five residing in the applicant district(s) and who choose to participate. Projects may recognize and encourage involvement of parenting adults who may not be the child's biological parents. *A parenting adult is any person with legal guardianship of the child, or the person who makes educational and care decisions for the child.* Projects must schedule services, locations and activities with flexibility to reach diverse family groups, including working parents.

Because of the limited funding levels, applicants are encouraged to provide some services for all parents with children birth to five years of age, while targeting a smaller identified group of families whose young children would benefit from more intensive services. Great Parents, Great Start applicants are encouraged to consider maximizing funding by the development of a program plan that links parent education and involvement programming to existing community services that serve families with preschool children as compared to creating new programs with limited funding. The purpose of the linkage would be to expand existing community services to include or expand school readiness and family stability components.

ELIGIBLE APPLICANTS

Eligible applicants are intermediate school districts that are willing to develop or expand services for any interested families with children birth to kindergarten entry residing in their districts.

Eligible applicants must demonstrate adequate collaboration of local entities that are involved in providing programs and services for preschool children and their parents. Local entities that provide such services include the local multipurpose collaborative body, the regional 4C (Community Coordinated Child Care) agency, Public Health, Family Independence Agency, Community Mental Health, Head Start, MSU Extension Service and other early childhood organizations, as well as local school districts.

Adequate collaboration between the applicant and local entities goes beyond cooperation and coordination of services. It also includes schools and local entities working together in joint planning, decision making, and shared leadership throughout the grant. Review and approval of the program plan by collaborating local entities is required.

GRANT RANGE AND FUNDING LIMIT

Great Parents, Great Start funding is available through Section 32j of the State School Aid Act. Applicants may only apply for an amount not to exceed 3.5 percent of the applying intermediate district's 2002-2003 payment under Section 81 of the State School Aid Act. Attachment A shows the amount for which each Michigan intermediate school district may apply. There is adequate funding for all intermediate school districts to participate at this level.

The applicant must demonstrate a documented match of 20 percent of the requested funds from local public or private resources, with no more than 10 percent of the match as in-kind goods or services. The administrative maximum not to exceed 10 percent of the awarded grant funds is also required.

LENGTH OF AWARD

Applicants are requested to submit a budget for the period of October 1, 2003 – September 30, 2004. Carryover of funds is allowed into subsequent fiscal years. Should a grant applicant plan to operate beyond September 30, 2004, the submitted budget must also include the proposed carry over period.

Programs must begin operation no later than the fifth day of January 2004.

Section 32j funding will begin following State Superintendent of Public Instruction's approval of grant awards (no later than November 15, 2003) as part of the applicant's January 2004 school aid payment.

REJECTION OF PROPOSALS

The Department of Education reserves the right to reject any and all proposals received as a result of this announcement and will do so if the proposal does not adhere to funding specifications or application preparation instructions.

CLOSING DATE AND DELIVERY ADDRESS

Due to current security measures, **THIS GRANT APPLICATION MAY NOT BE HAND-DELIVERED.** The ORIGINAL application bearing ORIGINAL signatures (in blue ink) and two (2) copies (FOR A TOTAL OF THREE) of the completed application **must be documented by delivery agent for delivery on or before October 1, 2003.**

Acceptable packaging and mailing procedures are:

- **The postmark or other mailing validation must be documented by delivery agent for delivery on or before October 1, 2003.** The original grant and copies should be enclosed in a sealed envelope within the mailing package. The checklist on page 25 must be completed and attached to the top of the original application for appropriate check-in by the unit secretary. If the applicant used a delivery service, the **dated receipt** for delivery service must be available to **validate the October 1** delivery agreement.
- When the grant application is received, the check-in form on the front of the application package will be signed by the appropriate MDE personnel and then faxed to the applicant to verify receipt of application by MDE. **The applicant is responsible for contacting Cheryl Najm at (517) 373-8483 or najmc@michigan.gov by October 1, 2003 if the applicant does not receive a faxed copy of the signed check-in form.**
- In case of a late delivery of the grant application, verification of appropriate delivery efforts will be required to participate in the grant process.

Applications sent by mail should be addressed to:

U.S. POSTAL SERVICE

Michigan Department of Education
Office of School Excellence
Early Childhood and Parenting Programs
P.O. Box 30008
Lansing, Michigan 48909
(517) 373-8483

OVERNIGHT/EXPRESS

Michigan Department of Education
Office of School Excellence
Early Childhood and Parenting Programs
Hannah Bldg. – 4th Floor, Pillar H-17
608 W. Allegan Street
Lansing, Michigan 48933
(517) 373-8483

No facsimile transmissions will be accepted. Late application, an application submitted by facsimile, or an application submitted, but not in accordance with the application preparation instructions (below), will not be accepted and will be returned to the applicant **without review**.

APPLICATION PREPARATION, PAGE LIMIT, FONT SIZE AND PACKAGING

Applications should be prepared simply and economically, with the narrative portion of the proposal **no more than eight pages in length, with a font no smaller than Times 12 point.** All application pages must be securely stapled. Special bindings and binders should not be used. Relevant support documents attached to the application must be kept to a maximum of five pages, unless requested. Such support documents are not counted in the eight-page limit. Supplementary materials such as commercial publications and videotapes are not to be submitted and will not be reviewed. **Incomplete applications or applications exceeding the page limitation or specifications will not be reviewed or considered for funding.**

ACKNOWLEDGEMENT

All publications, including reports, films, brochures, and any program material developed with funding from this program, must contain the following statement: **“These materials were developed under a state grant awarded by the Michigan Department of Education.”**

NON-DISCRIMINATION AND OTHER COMPLIANCE WITH LAW

Applications must include a statement of assurance of compliance with all federal and state laws and regulations prohibiting discrimination, with all requirements and regulations of the Michigan Department of Education, all appropriate state and local licensing laws if applicable, and with all other state and federal requirements and regulations pertaining to these funds. See Application Part A-Assurances and Certifications.

AMERICANS WITH DISABILITIES ACT

The Michigan Department of Education is committed to providing equal access to all persons in admission to, or operation of its programs or services. Individuals with disabilities needing accommodations for effective participation in this grant program are invited to contact the Department of Education for assistance.

AVAILABILITY OF APPLICATION

This initiative represents the continuation of on-line access to grant proposals for the Department. The application packet for this grant will be available via the Internet on the Department's home page. The grant program criteria and application packet can be accessed via the Department's home page at: <http://www.michigan.gov/mde>. Then click "Grants" and then "Early Childhood and Parenting Program Grants," and finally "Great Parents, Great Start." To print the material, you must have the Adobe Acrobat Reader loaded on your computer. This free software can be accessed at: <http://www.adobe.com>.

WHERE TO OBTAIN HELP

The instructions contained in these materials are issued by the Michigan Department of Education, which is the sole point of contact in the state for this program. Questions regarding applications should be directed to the Michigan Department of Education, Early Childhood and Parenting Programs, telephone: (517) 373-8483, or woodjac@michigan.gov.

APPLICATION PREPROPOSAL TELEPHONE CONFERENCES

Application technical assistance will be offered by way of telephone conferencing. Four two-hour telephone conferences will be held over a period of three days. Applicants interested in participating in a technical assistance teleconference must pre-register by faxing the attached registration form (Attachment B) by August 26, 2003 to the Michigan Department of Education at (517) 335-0592. Conference calls will be limited to no more than 20 participants per call. Registration requests will be filled in the order of registration receipt.

Dates and Times of Telephone Conference Calls

- Thursday, August 28, 2003 from 10:00 a.m. to 12:00 noon
- Thursday, August 28, 2003 from 1:30 p.m. to 3:30 p.m.
- Friday, August 29, 2003 from 10:00 to 12:00 noon
- Wednesday, September 3, 2003 from 9:30 a.m. to 11:30 a.m.

The purpose of each conference call is to discuss the Great Parents, Great Start Program Grants and to allow applicants to ask questions related to the application and implementation process. Early Childhood and Parenting Programs staff will be available to provide technical assistance as needed. In addition, experts in designing parenting education and involvement initiatives will be available during the call to present helpful information and discuss program models. Information on how to connect to the teleconference will be provided along with an applicant's registration confirmation.

PART II. ADDITIONAL INFORMATION

FUNDING PROCESS

The Michigan Department of Education will make the Great Parents, Great Start Program Grants available through a competitive process.

PAYMENT SCHEDULE

Payment to the grantee will be made through the State School Aid payment system.

FINANCIAL REPORTING

A final report of expenditures (including local match) will be required within 45 days of the grant ending date, showing all bills paid in full.

FINANCIAL MATCH

- The match must be used for the provision of services included in the application. Funding used to support services other than those proposed cannot be used as match.
- There must be a documented local match of 20 percent of the state funds requested with no more than half of the match identified as in-kind goods or services. A larger match is allowed as long as the minimum requirement of cash match is met.
- Cash match is defined as an expenditure of cash that has been specifically designated for the proposed Great Parents, Great Start services and activities.
- Designated State School Aid funds may not be used as match due to Section 32j requiring match to be local public or private resources. ISD and LEA general fund dollars and undesignated Section 81 State School Aid funds may be used as cash match. Therefore, ASAP-PIE carry over funds may not be used as match for the Great Parents, Great Start program.
- In-kind contributions may include, but are not limited to, the value of contributed space and equipment, volunteer services, administrative overhead services, etc.
- *Example: Applicant A is planning a \$60,000 project; requesting \$50,000 in grant funding. The applicant must provide local matching funds of at least 20 percent of the grant funds, or \$10,000. In-kind funding can satisfy no more than half of the match, or \$5,000, therefore \$5,000 must be identified as local cash contributions to the project.*

FUNDING PERIOD

Great Parents, Great Start Program Grants will be funded for the FY 2003-2004 with carry over allowed into subsequent years.

PERFORMANCE REPORTING AND MONITORING RESPONSIBILITIES

A Narrative Summary Report on the implementation and attainment of the project objectives and project results will be required of all successful applicants. The Michigan Department of Education will issue the format for this report with a return due date of November 1, 2004. The report, minimally, will ask for the information on the number of children served and a description of the services they received.

All funded projects will also be required to participate in an MDE approved-data collection and evaluation system of Great Parents, Great Start. Each successful applicant must agree to submit data as required and to participate in an evaluation. Each grantee will be required to provide a report to MDE by October 15, 2004 on:

- The number of children in families with income below 200 percent of the federal poverty level who receive services under the Great Parents, Great Start grant, and
- The total number of children who received services under the Great Parents, Great Start grant.

Grantees are advised to reserve a small amount of funds to cover the data collection required by Section 32j. Costs of data collection and the evaluation are not included in the administrative maximum of 10 percent of the grant funds awarded.

On-site monitoring by MDE Early Childhood and Parenting Programs staff may be required.

PART III: REVIEW PROCESS INFORMATION

REVIEW PROCESS

All applications will be evaluated using a peer review system. Award selections will be based on merit and quality, as determined by points awarded for the Review Criteria Section and all relevant information. The enclosed rubrics (found in Application Information and Instructions and Review Criteria) will be used as a rating instrument in the review process. All funding will be subject to approval by the Superintendent of Public Instruction. All applicants will be notified of the Superintendent's action.

All proposals will be evaluated according to the review criteria provided in the rubrics in Part V. Applicants may wish to refer to the Department of Education's "Proposal Development Guide" for additional assistance in developing their proposals. This guide will be found at: <http://www.michigan.gov/mde>. After accessing the Michigan Department of Education website, click "Grants," click on "Directory of Grant Programs," then click on "Proposal Development Guide" to access the guide.

The maximum score for the application is 210 points.

GRANT REVIEWERS

The Michigan Department of Education will designate a panel of peer reviewers who have knowledge of parent education programs and strategies to improve the success of young children. The review panel will receive training prior to reviewing proposals.

PART IV: PROGRAM CHARACTERISTICS

Services funded through the 2003-2004 Great Parents, Great Start Program Grants are for parents or parenting adults with children in the period of life from birth to age five. Applicants must propose service delivery strategies to serve both a universal population of all families and a targeted group of families residing within the intermediate district or consortium districts who have children age five or younger not yet attending kindergarten and who choose to participate. Programs should be designed so that services are culturally-sensitive and community-based. Contractual relationships with appropriate community partners may be considered when developing the plan for services.

Parent education and involvement projects are to include the following required components, at a minimum: child development information, methods to enhance parent/child interaction, examples of learning opportunities, and access to community resources.

- **Child development information** may be provided using electronic, as well as more traditional means; i.e., web sites, newsletters; newspaper articles, restaurant placemats, child development pamphlets placed in toy stores, educational materials and videos placed in hospital and FIA waiting rooms; etc.
- **Methods to enhance parent/ child interaction** may be demonstrated, modeled and/or discussed during home visits, at parent-child playgroups, and at hospital visits after the birth of a child, etc.
- **Examples of Parent/Child Learning Opportunities** may be provided in person by a parent educator, through written materials, and mass media programming, etc. All activities and materials are to be age and developmentally appropriate for the age of the child at the time of the child's involvement in the program. Parent/Child Learning opportunities focus on the parent as the child's first teacher.
- **Access to Community Resources** may include development of a **community resource network** of state, local, and private agencies/ groups to assure that services provided to families are coordinated, and that families are able to access the assistance available to help prepare children for school and to foster the maintenance of stable families. This may include working in collaboration across community organizations to remove access barriers; to increase awareness across agencies about services that each agency offers; to assist parents with service referrals; to create a common intake form to be used by numerous community agencies; etc.

ADDITIONAL PROGRAM CHARACTERISTICS

- a. Families may be charged participant fees for Great Parents, Great Start services as long as the fee is based on an established and reasonable sliding fee scale. Fees must be waived for participants unable to pay.
- b. The project plan should fit into the local community's comprehensive community plan to serve families with children birth to kindergarten entrance. The project plan must take into consideration existing services to the targeted population including but not limited to special education, *Early On*®, Early Childhood Expulsion Prevention Services, Infant Mental Health Services, 0-3 Secondary Prevention services, Even Start, Head Start, Early Head Start, Michigan School Readiness Program, and other related services available in the community. The primary focus of Great Parents, Great Start is educational in nature, with the focus on parents and building on individual family strengths to assure the legislative purpose. Grants may be used to underwrite new services or to expand existing services.
- c. The project plan must demonstrate an adequate collaboration of local entities involved in providing programs and services for young children and their families. Collaboration with an existing community committee concerned with the development of all young children is preferable, such as a work group or subcommittee of the multipurpose collaborative body. Parents of young children should be members of the collaborative committee. If no such committee exists in the community, it is recommended that one be established.
- d. It is recommended that the project plan be reviewed and approved by the local multipurpose collaborative body. A form is provided on page 3 of the application for this purpose or a letter of support indicating that the council supports the plan may be submitted.

PART V. APPLICATION INFORMATION AND INSTRUCTIONS AND REVIEW CRITERIA

APPLICATION REVIEW AND APPROVAL

All applications will be reviewed and rated by staff of the Michigan Department of Education and outside readers. Only those proposals meeting all the identified criteria and not exceeding the total amount of funds available for each intermediate school district will be recommended for funding to the Superintendent of Public Instruction. All applicants will be notified **in writing** of the action taken by the Michigan State Superintendent of Public Instruction.

REVIEW CRITERIA

All applications will be evaluated on the basis of the criteria described. Narrative sections of the application should be developed to address each criterion. **Applications ARE NOT TO INCLUDE OR BE SUBMITTED WITH pamphlets, handbooks, reports, brochures, news articles, folders, binders, dividers, etc.** Two hundred ten (210) points is the maximum score that can be accumulated for this application, and the value assigned for each section is indicated. Reviewers will be instructed to disregard pages in the narrative that exceed the eight (8) typewritten pages allowed in Part E.

Page(s) – Form IM-02-66

- 1 Application Cover Sheet (Part A)
- 1a Assurances and Certifications
- 1b Certification for Participation in Consortium Agreement
- 2 Assurance of Commitment to Collaborate (Part B)
- 3 Support of Multipurpose Collaborative Body (Part C)
- 4 Project Abstract (Part D)
- 5 Project Plan and Narrative (Part E)
- 6 Budget (Part F)
- 7 Budget Detail and Narrative

PART A – APPLICATION COVER PAGE

On the cover sheet, the intermediate school district submitting the application must be fully identified, as well as the primary and secondary contact persons for this program. If the applicant is a consortium, the fiscal agent should be indicated on the cover sheet as the applicant, with the partner intermediate districts as co-applicants. Part A, page 1b, must be completed for a consortium application. All boxes are to be appropriately completed, including signatures, addresses, telephone numbers, and e-mail addresses. Please include the federal identification number of the applicant organization.

PART A (Pages 1a) – ASSURANCES AND CERTIFICATIONS

Assurances on page 1a must be included and affirmed through an original signature (in blue ink) on the original copy of page 1a of the application.

PART A (Page 1b) – CERTIFICATION FOR PARTICIPATION IN CONSORTIUM AGREEMENT

Page 1b must be included only if the application is a consortium application between intermediate school districts. The applicant should be the “fiscal agent” and the co-applicant “partner(s)” should be the collaborating ISD district(s). All consortium partners must be identified on page 1b of the application. Copy page 1b for more partners, if needed.

Original signatures in blue ink are required for consortium applications on pages 1a and 1b. If the application is not a consortium application, page 1b should be omitted.

PART B – COLLABORATION FORM (15 POINTS, PAGE 2 OF THE APPLICATION)

Community coordination of services to children and families through public awareness and collaboration should be documented with this form and/or letters of support. Each agency described as a collaborative partner in the narrative sections of the project plan (Part E) should acknowledge its participation with a collaboration form or letter. In addition, a statement must be provided detailing the collaborative relationship of the organization to the project. This statement must include a description of the services/supports that will be provided by the organization or entity to the project.

The Assurance of Commitment to Collaborate form may be duplicated as many times as necessary to indicate collaboration with multiple community entities. Letters assuring collaboration may be included instead of or in addition to the forms, if desired, as long as the entity identification information is included and is complete. Include only those entities that have committed to working with the applicant in a collaborative manner during the planning and implementation of the project. The level of commitment agreed to by the applicant and the local entity on this form is expected to exceed a letter of support and the acknowledgement of need.

Not Recommended for Funding (0-1 points per box)	Recommended for Funding with Revisions (2-3 points per box)	Recommended for Funding (4-5 points per box)
Collaboration assurances are included from:	Collaboration assurances are included from:	Collaboration assurances are included from:
local school district(s) or an ISD sub-unit only or there are no collaboration assurances from community entities which provide services to families and young children.	at least three community entities in addition to local school district(s).	more than six community agencies, organizations and local school districts that serve families and young children; including the regional 4C, Head Start, Early On, MSU Extension, FIA, Mental Health and Public Health.
collaborating community agencies and groups that did not describe their collaborative involvement in the project.	collaborating agencies and groups but indicate limited to no involvement in project planning, implementation and decision making.	numerous relevant collaborating agencies indicating involvement in project planning, implementation and decision making.
collaborating agencies and groups not mentioned in the project plan.	agencies which describe collaborative arrangements that do not match what is described in the project plan.	agencies and groups; services and collaborative involvement match what is described in the project plan.

**PART C – SUPPORT OF THE MULTIPURPOSE COLLABORATIVE BODY
(5 POINTS, PAGE 3 OF THE APPLICATION)**

Support for the program by a local community-wide multi-agency planning group, such as the Multipurpose Collaborative Body (MPCB), is recommended. Consortium applicants and applicants covering a multi-county region may wish to seek support from additional MPCBs.

Not Recommended for Funding (0-1 point)	Recommended for Funding with Revisions (2-3 points)	Recommended for Funding (4-5 points)
A support form or letter is:	A support form or letter is included from:	A support form or letter is included from:
not included from a local multi- purpose collaborative body or similar entity.	an early childhood planning group which has limited representation from the needed community entities.	the local MPCB(s) or similar county-wide planning group which has representation from the majority of entities serving young children and their families.

PART D – PROJECT ABSTRACT (10 POINTS, PAGE 4 OF THE APPLICATION)

The Project Abstract must briefly explain in a succinct summary the proposed parent involvement and education project. Each application must include in the Project Abstract a discussion of the collaborative nature of project, a description of the entire project indicating universal and targeted services, a synopsis of the research based methods and curriculum upon which the project is based, as well as an evaluation plan and the expected child and family outcomes. The abstract must include a statement regarding the applicant's commitment to and capacity for the project.

These explanations may be single spaced and must be confined only to page 4 included in the application. An opportunity to fully describe these items is provided in later sections of the application. The abstract is used for public information about the project. **Do not refer to other pages.**

Not Recommended for Funding (0-1 point)	Recommended for Funding with Revisions (2-6 points)	Recommended for Funding (7-10 points)
The abstract: is missing.	The abstract: minimally describes the initiative; portions of the required elements are missing or are labeled "see attached."	The abstract: contains all elements required are on one page (description of collaboration, the project, research base, project evaluation and outcomes, and applicant's commitment).

PART E – PROJECT PLAN AND NARRATIVE PROPOSAL (140 POINTS, PAGE 5 OF THE APPLICATION)

In this section, the applicant has the opportunity to provide a complete narrative proposal and a project plan that together addresses all of the required information described in this instruction packet. The application may include a total of not more than eight typewritten pages for the narrative proposal. As noted previously, reviewers will be instructed to disregard pages beyond the eight-page limit.

The project plan explains the project goals, services and activities that will be provided to universal and targeted populations, the research upon which the project services are based, the means to reach parents, the means to implement the plan, anticipated outcomes, and evaluation strategies. The applicant must demonstrate in the project plan how it has an adequate degree of collaboration with the required local entities to ensure the successful implementation of the project.

Pages may be single-spaced. The project plan and narrative proposal should include the following four parts:

1. Description of Adequate Collaboration Including a Current Community Profile (50 points).

The applicant must provide a brief community profile including a description of the community, its families having young children, and the local entities providing programs and services to children birth to five years of age and their parents. Local entities that should be included in the profile are the local multipurpose collaborative body, 4C agency, local health and welfare agencies, mental health agency, local school districts, MSU Extension Service, birthing hospitals, and early childhood preschool and child care programs. The applicant is also encouraged to include the United Way, faith-based organizations, libraries, and the media in the community profile. A brief description of the types of parent education and involvement services available in the community that serve all families and the project's targeted population of families and young children should also be addressed.

The applicant must demonstrate that it is involved in an adequate collaboration with a number of the local entities identified in a community profile. This demonstration must describe how local entities and the applicant will work together in a collaborative partnership that includes shared involvement in the planning, implementation, decision-making and leadership related to the project during the project year. It is recommended that collaborative partners build upon existing birth to five collaborative groups that may already exist in the community. The collaborative group minimally should include the local MPCB, 4C agency, local school districts and the agencies representing public health, welfare and mental health. Other community entities may also be included in the partnership.

Not Recommended for Funding (0-2 points per box)	Recommended for Funding with Revisions (3-6 points per box)	Recommended for Funding (7-10 points per box)
The proposal: does not identify or describe a community profile that addresses the community, families having young children and the requested community entities.	The proposal: identifies some, but not all, of the required aspects of the community profile. While some aspects are described, others are missing or lack a clear description related to the community, its families or the local entities that serve those families.	The proposal: identifies and describes all aspects of the community profile that requested giving a clear description of the community, families with young children and the local entities that serve children and families.
lists in its community profile local entities which are primarily LEAs or ISD units. Few local community entities are listed and described.	identifies a number of the local entities that were to be included in the profile but is missing one or more of the types of entities to be included.	identifies and describes all aspects of the community profile that was required including all of the required community entities (ex. MPCB, regional 4C, Health, Welfare, Mental Health, LEAs, Extension Service, hospitals, and preschools and child care providers). Other entities may also be listed.
indicates that there are no parent involvement and education services in the community, although others are known to exist.	provides a description of parent education and involvement services available either through the ISD and LEAs or through one or two community entities. The proposal does not identify services available through both the local community and the schools; or indicates that there are other services available in the community, but does not describe them.	identifies parent education and involvement services offered both at the community level and the school level; clearly delineating how the services will be available to the targeted populations.
does not identify a collaborative body of organizations and agencies within the community.	identifies a collaborative group with which the applicant works but the list only includes a few of the required collaborative partners. The applicant does not provide a plan to incorporate others into the collaborative process.	identifies a collaborative partnership that includes the MPCB, 4C, LEAs, FIA, public health, and mental health. Other groups may also be represented such as Head Start, MSRP programs, hospitals, etc.
indicates that there are no collaborative efforts within the applicant's community that coordinate services to young children and families.	describes effort to coordinate but not at a level of collaboration, (ex. joint referrals and coordination of meeting dates as compared to sharing in project planning, decision making, implementation and leadership); or the description is missing the involvement of key early childhood community entities (MPCB, 4C, major human services agencies, etc.) and LEAs in the collaborative group.	describes collaborative efforts that include the ISD, the schools and the community working together in partnership at the planning, decision making, implementation and leadership levels. Collaborative efforts build on what exists first before creating a new separate collaborative group.

2. Description of Project Plan (70 points) – The application must include a brief description of the process undertaken to develop a project plan. The plan is expected to serve the families of all children birth to kindergarten entry residing in the intermediate district and must be the result of a collaborative community effort that includes the intermediate school district and local entities that serve children birth to five years of age and their families. When possible, it is recommended that the community plan be developed by an existing or expanded standing collaborative that includes in its membership entities that serve young children and their families. If no such group exists, it is recommended that a new collaborative committee be established to guide the project. **The community plan must be developed so as not to duplicate or supplant existing parent education and involvement services in the community.**

The plan is to describe the provision of at least the following four components to parents:

- Information on the development of children birth to age five.
- Methods to enhance parent – child interaction; including but not limited to, encouraging parents to read to their young children at least ½ hour per day.
- Examples of learning opportunities to promote intellectual, physical, and social growth of children birth to five years of age.
- Promotion of access to needed community services through a community-school-home partnership.

The project must provide a level of universal services that will be available to all interested families having children birth to five years of age. The plan is to also provide a second level of more intensive services. Intensive services should be available to parents and children who could benefit from a higher degree of program involvement. For example, intensive services could be provided to children who are in unstable families or in situations that may impede their school readiness. This may include children:

- In poverty households – a study at the University of Iowa found that young children in welfare families experienced half as many words as children in working class families and 3.5 times fewer words than children in professional families.
- In foster care who experience multiple transitions that disrupt their development.
- Of divorce who often experience emotional stress and decreased interaction with one or both parents.
- Of depressed mothers who are unable to interact with their children in a manner that fosters positive development – ASAP-PIE experience found a number of depressed mothers who only came forward for the first time because of universal services which lacked the stigma associated with programs serving only families with a given problem or risk.
- Of older, educated parents who have little to no experience or understanding of young children and their development – ASAP-PIE grantees through universal services found highly educated fathers not talking or interacting with their children due to the misconception that the child was too young to learn anything of importance. Experience also found infants of educated parents who were behind developmentally due to never being allowed to roll, crawl, or play on the floor.

The plan should describe both levels of services and how these services will be made available to families. When possible, Great Parents, Great Start services should build upon and link to existing services already being provided in the community. Examples of such linkages might include, but are not limited to, the following:

- Working to include child development information in the resource and referral information given by 4C offices to parents looking for child care.
- Working to extend the activities of existing literacy-promoting organizations, including libraries.
- Incorporating messages and information in the work undertaken with families by health, child care, educational, law enforcement and judicial organizations.
- Enhancing the parent education and child development component of work undertaken with high-risk families by existing home visiting programs found in the community.
- Working with, LEAs, Mi4C, libraries and other ISDs to create common and linked web-based parent education materials and learning activities related to child development.
- Working with child care centers and homes to strengthen their parent education materials and workshops.
- Creating a cost-free partnership with newspapers, TV, and cable stations, shopping news, grocery stores, restaurants, etc. to promote appropriate messages.

The project must also address how parents can access needed community services beyond those provided by Great Parents, Great Start. This access should be promoted through the community-school-home partnership. Ways to increase access may include methods that ASAP-PIE grantees found successful. These include the use of a common community-wide intake form which allows for greater service coordination between agencies; joint cross agency staff development opportunities that foster increased trust between agencies and a greater understanding of the array of services available; on-line community resource directories; etc.

Not Recommended for Funding (0-2 points per box)	Recommended for Funding with Revisions (3-6 points per box)	Recommended for Funding (7-10 points per box)
The project plan:	The project plan:	The project plan:
does not address services to both a universal population and a targeted population receiving intensive services.	addresses providing universal and targeted services in a general manner but is unclear about how this will be accomplished.	clearly describes how some universal services will be available to all parents of young children while other families will have the opportunity to receive more intensive services; includes a description of how families will be identified for and offered intensive services.
does not provide information regarding how families with young children will learn about and access project and community services.	provides minimal information about how increased access to project and community services will occur or provides access information but lacks evidence of a school-community-home collaboration.	provides a clear and complete description of how parents will access project and community services through a school-community-home collaborative relationship.
describes the project services that are entirely new services that overlap/duplicate existing services.	includes existing community services, but does not indicate how they will be improved or expanded in relationship to Great Parents, Great Start services.	describes project services that clearly build upon and link to existing community services.
does not address providing of child development information to parents.	mentions child development information but is unclear how and what will be provided and to which population—targeted, universal or both.	includes a complete description of how, what, to and by whom child development information will be provided, including both universal and intensive services.
does not include the provision of methods to enhance parent-child interaction and encouraging parents to read daily to their children.	includes a description of the methods that will be used to enhance parent-child interaction and time reading to children, but does not identify the targeted population(s) that will be reached—intensive or universal.	includes a clear description of how parent child interaction will be enhanced with methods directed at both targeted populations (universal and intensive); methods include encouraging daily reading to children.
does not include services that will provide parents with examples of learning opportunities in the required child growth areas—physical, intellectual, and social.	describes how examples of learning opportunities will be provided but one or more of the required learning growth areas is missing.	fully describes how learning opportunities will be provided to the targeted populations to promote the three child growth areas.
speaks to children birth to five years of age as one age group in the provision of project services.	speaks to how project services will be provided to parents of children of different age groups with limited information of how and if services will be provided differently depending on the age of the child.	clearly addresses how services will reach parents of children of different ages with age and developmentally appropriate activities and methods.

3. Description of Research Based Methods and Curriculum (10 points)

Applicants should review the most current validated research methods and curriculum in planning their Great Parents, Great Start program components. This review may include research on the most effective ways of reaching parents, home visiting models, models for web based instruction, etc. Applicants may want to visit Michigan State University's Outreach Partnerships' website at www.outreach.msu.edu/bpbriefts for information on effective home visiting models. Best Practice Briefs 17, 18 and 19 provide an overview of research related to recognized home visiting models. The first two evaluation reports on the ASAP-PIE program are also available by e-mail by contacting the Michigan Department of Education, Early Childhood and Parenting Programs at (517) 373-8483.

The application should briefly reference a review of the research related to methods and curriculum and how that knowledge is reflected in their project plan.

Not Recommended for Funding (0-2 points)	Recommended for Funding with Revisions (3-6 points)	Recommended for Funding (7-10 points)
The project plan: does not include a statement related to a review of the research.	The project plan: includes a statement related to a review of the research but does not indicate how this knowledge is reflected in the project plan.	The project plan includes a research review; findings from the review are reflected in the project plan.

4. Data Collection and Evaluation Tool (10 points)

The applicant should describe, given the context of the available resources, the proposed system for data collection and any evaluation tools planned to measure the impact of the Great Parents, Great Start Grant Program on increasing school readiness and fostering stable families. The applicant should also affirm a willingness to collect child and family data for MDE by October 2004 and to enter all required child fields in the state's Single Record Student Data Base. Data due in October 2004 will include, at a minimum, family and child income, child age and birthday, project service components accessed and family size. Given Great Parents, Great Start funding limits, note any limitations of the data collection system and evaluation tools.

Not Recommended for Funding (0-2 points)	Recommended for Funding with Revisions (3-6 points)	Recommended for Funding (7-10 points)
The plan: does not has a clear evaluation plan.	The plan: has an evaluation plan but it is unclear how it will measure impact on school readiness and/or fostering stable families or there is no statement of evaluation tool limitations given resource restrictions.	The plan: has an evaluation plan that clearly demonstrates how the impact on school readiness and fostering stable families will be measured; the plan indicates evaluation tool limitations given resource restrictions.

PART F – BUDGET (40 POINTS, PAGES 6 AND 7 OF THE APPLICATION)

This section provides information to demonstrate that the project has an appropriate budget and is cost effective. The budget must be reasonable in relation to the scope of the project and the expected outcomes. It must cover the period for October 1, 2003 through June 30, 2004 or the ending date of carry over funds. Funds may be carried over into subsequent years.

The applicant must complete the enclosed budget summary page and provide a separate budget detail, identifying expenditures that are allowable using the School District Accounting Manual (Bulletin 1022).

Budget Summary – The fiscal and administrative personnel of the intermediate school district must complete the Budget Summary. The Budget Summary must include the total cost of the project (cell A), state funding (cell B), and local match (cell C) necessary to implement the project. Total funds requested under section 32j should equal Box B (MDE share). Function codes must be in accordance with the codes listed on pages 22 through 23 of this application.

Budget Detail – Beginning on page 7 of Form IM-02-66 and continuing on separate sheets of paper, explain each cost that appears on the Budget Summary. Use the function code and title from the Budget Summary to identify each amount. The format should include a column for total costs, Michigan Department of Education share, and local share. **Indirect costs are not allowed for this grant.**

There must be a documented local match of 20 percent of the state funds requested with no more than half of the match (10 percent of the state funds requested) identified as in-kind goods or services. See below for information on calculating the match required. A larger match is allowed as long as the minimum requirement of cash match is met. The budget and costs should reflect the activities proposed for the project. Local funds that are designated as match for other projects may not be used as match for this project.

Suggestions for local cash or in-kind match funds include, but are not limited to:

- A portion of the salary of current employees who will administer or consult with the project; pro-ratio for the cost of office or meeting space, janitorial services and other maintenance provided for the program;
- A portion of the cost of the collaborative group, including pro-rated salaries, meeting costs, travel, etc.;
- Other sources used to provide funding for child care for other children in the family while the parent(s) are participating in project activities;
- Federal funds targeted to help increase the academic skills of low-achieving students;
- Private and foundation funds; and
- The fees collected from families for participation in Great Parents, Great Start services.

The budget and costs should reflect the activities proposed for the project. Applicants are requested to include match sources in the budget detail. Sufficient information should be provided to ensure that the fund sources are allowable as match to this project. Projects that incorporate contracts to community partner agencies must provide detail regarding the anticipated expenditures of that portion of the funds.

It is recommended that projects budget an additional amount of the grant award for local data collection and evaluation activities.

Michigan Department of Education funds may be used for, but are not limited to:

- Staff needed to implement and administer the program, including all components;
- Instructional materials and supplies;
- Meeting costs, including costs for space rental, meeting materials, and refreshments, for both program meetings and community group meetings;
- Transportation costs for participants;
- Supplementary child care costs for parents attending meetings;
- Costs for developmental screening materials, training, and purchase of services;
- Support services;
- Administrative costs including office occupancy costs, office supplies and materials, outreach and communication; for grantees and any contracted services, administrative costs are limited to 10 percent of the requested state funds (evaluation and data collection costs do not count as part of this 10 percent limit);
- Staff development costs;
- Travel necessary to enable project staff to implement the program;
- Equipment (items greater than \$5,000 should be listed under capital outlay); and
- Recruitment of participants and incentives for participation for hard-to-reach populations.

Given the limited funding available, it is recommended that all incentives be ones that can involve the children near the time they are given.

Michigan Department of Education funds may not be used to pay for:

- Stipends; and
- Construction.

Further, Great Parents, Great Start (section 32j) funds may not be used to pay for:

- Preschool classrooms;
- Classroom aides;
- Training for caregivers other than parents or other parenting adults; and
- Transitioning children to kindergarten.

Function Codes – The following function codes are to be used for the Great Parents, Great Start program. The children served under this grant are considered pupils of the district for whom services are being provided to improve the children’s school readiness. These services are not being provided as direct instruction services to the pupils. Rather, services are being provided through their parents, who are their children’s first teachers.

*Function
Codes*

- 212 Guidance Services –Costs for home visiting staff and parent educators assigned or hired to support and guide parents in their role of their children’s teachers. Staff included under this code are those individuals directly working with families.
- 216 Social Work Services – Consists of those social work activities dealing with the problems of children that involve the home and preschool or child care.
- 220 Support Services – Instructional Staff – Consists of activities associated with assisting the home visiting and parent educator staff with the content and process of providing learning experiences for parents and children.
- 221 Improvement of Instruction – Consists of those activities that are designed primarily for assisting staff working directly with families. These activities include curriculum development; techniques of instruction; skills in home visiting; child development knowledge and understanding; in-service training and professional development for staff.
- 222 Library – Consists of those activities such as selecting, acquiring, preparing, cataloging, and circulating books and other printed materials for family resource centers, mobile units, and home visits; and guiding instructional staff members in their use of books and materials, whether maintained separately or as a part of an instructional materials center.
- 223 Audiovisual – Activities such as selecting, preparing, caring for and making available to Great Parents, Great Start staff equipment, films, transparencies, tapes, and other similar materials.
- 224 Educational Television – Consists of those activities of planning, programming, writing, and presenting educational programs or segments of programs by way of closed circuit or broadcast television or radio.
- 225 Computer-Assisted Instruction – Consists of those activities concerned with planning, programming, writing, and presenting Great Parents, Great Start parent educational programs or segments of programs that have been especially programmed for a computer to be used as the principal medium of instruction.
- 226 Supervision and Direction of Instructional Staff – Costs for supervisory staff assigned to supervise program staff who work directly with Great Parents, Great Start families. The activities involving the coordination of home visitors and parent educators, as well as compliance monitoring of their work, are also included. Clerical support provided to the supervisor should also be included in this code.
- 227 Other Educational Media Services – Consists of educational media services other than those classified above.
- 229 Other Instructional Staff Services – Consists of activities other than those defined above to assist instructional staff.

- 233 General Administration – Use line 233 for the grant’s overhead costs; e.g., the costs associated with the ISD’s Great Parents, Great Start grant administrator, the cost of that person’s office and clerical support, as well as the costs of other ISD staff who work on overall project coordination and collaboration. If these individuals, as part of their role, also directly supervise staff who provide family services, the portion of the individual’s time spent in supervision should be coded under 226 and the time spent on administration should be coded under 233.
- 252 Fiscal Services – Costs for the grant’s budgeting, payroll, purchasing, and accounting are to be shown under 252.
- 260 Operation and Maintenance – Line 260 can include the pro-rated cost of providing space in a building or mobile unit for the project and also includes costs for lease of space that is not part of the district. Janitors and maintenance costs, utilities and administrative phones are included in line 260. Security costs are also included.
- 270 Pupil Transportation Services – Consists of those activities concerned with the conveyance of children and families to and from Great Parents, Great Start related activities.
- 281 Planning, Research, Development, and Evaluation – Consists of those activities associated with the planning, research, development and evaluation of the grant program.
- 282 Information Services – Consists of those activities concerned with writing, editing, and other preparation necessary to disseminate educational, outreach and recruitment information to families or to the general public through direct mailing, the various news media, or personal contact.
- 283 Staff/Personnel Services – Consists of those activities concerned with maintaining an efficient staff for the Great Parents, Great Start program including recruiting and placement.
- 284 Data Processing Services – Consists of those activities concerned with preparing data for storage, storing data, and retrieving data for reproduction as information for the project management and the Michigan Department of Education.
- 300 Community Services –Liaison costs related to working with hospitals, physicians, early childhood education and care programs and employers to develop information sites and avenues at the community level. May be coded to 300.
- 400 Outgoing Transfers and Other Transactions – Conduit-type (outgoing transfers) payments out of the general ledger in subgrantee situations, to local or intermediate school districts, universities, colleges, or other community agencies for the purpose of their provision of services under the grant are to be shown in line 400.
- Note: Subgrantees’ projected expenditures are to be shown in the budget detail using the appropriate function codes. Vendor expenses are not to be included in the 400 function code.

The 100 series function codes may not be used for this grant. The education of children in classrooms and school building settings are the primary focus of the 100 function codes. The focus of Great Parents, Great Start, in contrast, is the education and support of parents in the role of their children’s teachers. This grant program does not focus on children in classrooms.

SUBRECIPIENT OR VENDOR

A **subrecipient** is an entity that receives grant assistance passed through from a prime recipient or another subrecipient to carry out or administer a program. Distinguishing characteristics of a subrecipient include items such as:

- Determining eligibility for assistance;
- Performance measured against meeting the objectives of the program;
- Responsibility for programmatic decision making;
- Responsibility for applicable program compliance requirements; and
- Use of the funds passed through to carry out a program of the sub-entity as compared to providing goods or services for a program of the prime recipient.

A **vendor** is an entity generally responsible for providing required goods or services related to the administrative support of the grant award. These goods or services may be for the prime recipient or subrecipient's own use or for the use of beneficiaries of the program. Distinguishing characteristics of a vendor include items such as:

- Providing the goods and services within normal business operations;
- Providing similar goods or services to many different purchasers;
- Operating in a competitive environment; and
- Program compliance requirements do not pertain to the goods or services provided.

There may be unusual circumstances or exceptions to the distinguishing characteristics of a subrecipient and vendor listed above. In making the determination of whether a subrecipient or vendor relationship exists, the substance of the relationship is more important than the form of the agreement.

Not Recommended for Funding (0-2 points per box)	Recommended for Funding with Revisions (3-6 points per box)	Recommended for Funding (7-10 points per box)
The proposal: includes an incomplete budget summary form or it contains errors in arithmetic.	The proposal: includes a complete and accurate budget summary form but totals or activities are coded to wrong functions or required signatures are missing.	The proposal: includes a complete budget summary form that is accurate with all of the required signatures.
is missing the budget detail or does not contain a budget detail that matches and further explains the budget summary.	includes the budget detail but it contains errors in arithmetic, incorrect function codes, or doesn't match the information provided on the budget summary.	has a complete, accurate budget detail with related function codes and totals which correctly relate to the budget summary.
includes a plan for expenditures of grant funds on items not allowed in the budget guidelines and/or expenditures that in no way relate to the implementation of the Great Parents, Great Start project.	includes a plan for expenditures on items that are allowed; some expenditures do not relate directly to the planned activities.	includes expenditures which are allowed in the budget guidelines, and relate directly to the activities proposed in the plan.
does not provide information on the required match or administrative costs exceed 10percent of the MDE grant funds.	provides a budget narrative that includes match but is unclear on the sources of that match and what is cash and what is in-kind.	provides a budget narrative that clearly describes sources and types of the match used for the project.

APPLICATION CHECKLIST FOR GRANT APPLICANTS

APPLICANT NAME _____ FAX (____) _____

- ☐ Is the narrative in a font no smaller than Times 12 point?
- ☐ Is the proposal plan narrative no more than eight pages in length?
- ☐ Is the Application Cover Page on the original signed by the authorized signatory?
- ☐ Is the Budget Summary on the original signed by the authorized signatories?
- ☐ Are the forms/attachments completed and stapled to the original and two copies in the following order?
 - ☐ Part A. Application Cover Page with original signature by the authorized signatory
 - ☐ Assurances and Certifications page included with original signature
 - ☐ Certification for Participation in Consortium Agreement if applying as a consortium
 - ☐ Part B. Assurance of Commitment to Collaborate (copy as many time as necessary) or letters, including statement of collaborative relationship on each
 - ☐ Part C. Multipurpose Collaborative Body Support Form (recommended)
 - ☐ Part D. Project Abstract
 - ☐ Part E. Year 2003-2004 Project Plan
 - ☐ Description of Adequate Collaboration
 - ☐ Description of Project Plan
 - ☐ Description of Research Based Methods and Curriculum
 - ☐ Data Collection and Evaluation Tool
 - ☐ Part F. Budget
 - ☐ Budget Summary with original signatures by the authorized signatories
 - ☐ Budget Detail with columns for total, MDE, and local share cost (cash match and in-kind)
 - ☐ Budget Narrative
 - ☐ Attachments (if applicable)

ATTACH THIS FORM TO THE ORIGINAL APPLICATION, ACCORDING TO PACKAGING AND MAILING INSTRUCTIONS ON PAGE 4. APPLICATIONS NOT MEETING THE ABOVE STANDARDS WILL BE DENIED AND RETURNED TO THE APPLICANT.

Package received by MDE:

Staff initials _____ **Date** _____

GREAT PARENTS, GREAT START MAXIMUM FUNDING AMOUNTS

ISD CODE	ISD NAME	SECTION 81 FUNDING AMOUNT	MAX FUNDING 3.5% of SEC. 81
03000	Allegan County ISD	964,026	33,740.91
04000	Alpena-Montmorency-Alcona ESD	523,640	18,327.40
08000	Barry ISD	228,242	7,988.47
09000	Bay-Arenac ISD	2,225,934	77,907.69
11000	Berrien ISD	2,082,689	72,894.12
12000	Branch ISD	1,150,148	40,255.18
13000	Calhoun ISD	2,018,038	70,631.33
14000	Lewis Cass ISD	457,432	16,010.12
15000	Charlevoix-Emmet ISD	774,340	27,101.90
16000	Cheboygan-Otsego-Presque Isle ESD	847,476	29,661.66
17000	Eastern Upper Peninsula ISD	530,388	18,563.58
18000	Clare-Gladwin RESD	701,497	24,552.40
19000	Clinton County RESA	652,331	22,831.59
21000	Delta-Schoolcraft ISD	913,394	31,968.79
22000	Dickinson-Iron ISD	576,243	20,168.51
23000	Eaton ISD	984,220	34,447.70
25000	Genesee ISD	5,061,176	177,141.16
27000	Gogebic-Ontonagon ISD	433,988	15,189.58
28000	Traverse Bay Area ISD	2,466,385	86,323.48
29000	Gratiot-Isabella RESD	1,035,408	36,239.28
30000	Hillsdale ISD	612,193	21,426.76
31000	Copper Country ISD	709,906	24,846.71
32000	Huron ISD	724,240	25,348.40
33000	Ingham ISD	2,996,668	104,883.38
34000	Ionia County ISD	654,814	22,918.49
35000	Iosco RESA	322,991	11,304.69
38000	Jackson ISD	2,906,065	101,712.28
39000	Kalamazoo RESA	1,851,598	64,805.93
41000	Kent ISD	3,450,133	120,754.66
44000	Lapeer ISD	1,017,856	35,624.96
46000	Lenawee ISD	2,111,537	73,903.80
47000	Livingston ESA	1,265,253	44,283.86
50000	Macomb ISD	7,824,184	273,846.44
51000	Manistee ISD	394,705	13,814.68
52000	Marquette-Alger RESA	933,557	32,674.50
53000	Mason-Lake ISD	572,540	20,038.90
54000	Mecosta-Osceola ISD	1,027,289	35,955.12
55000	Menominee ISD	274,580	9,610.30
56000	Midland County ESA	664,819	23,268.67
58000	Monroe County ISD	2,253,048	78,856.68
59000	Montcalm Area ISD	1,120,107	39,203.75
61000	Muskegon Area ISD	1,688,782	59,107.37
62000	Newaygo ISD	787,820	27,573.70
63000	Oakland ISD	5,362,958	187,703.53
64000	Oceana ISD	174,246	6,098.61
70000	Ottawa Area ISD	2,137,483	74,811.91
72000	COOR ISD	575,445	20,140.58
73000	Saginaw ISD	2,419,203	84,672.11
74000	St. Clair ISD	1,873,136	65,559.76
75000	St. Joseph ISD	809,219	28,322.67
76000	Sanilac ISD	763,507	26,722.75
78000	Shiawassee RESD	1,222,554	42,789.39

79000	Tuscola ISD	1,559,239	54,573.37
80000	Van Buren ISD	2,020,622	70,721.77
81000	Washtenaw ISD	2,196,233	76,868.16
82000	Wayne RESA	12,277,042	429,696.47
83000	Wexford-Missaukee ISD	828,655	29,002.93
	Total	\$95,011,222	\$3,325,392.77



GREAT PARENTS, GREAT START

TECHNICAL ASSISTANCE CONFERENCE CALL

REGISTRATION FORM

Registration Deadline: August 26, 2003

Conference Length: Two Hours

Name			
District/Agency			
Address			
City		Zip Code	
Telephone Number		Fax Number REQUIRED	
E-mail Address REQUIRED			

Participants may choose from four options for the two-hour conference call. Please indicate only **ONE** first choice and **ONE** second choice in the boxes below. Confirmation notification for the first 15 applicants to register for each site will be e-mailed and will include the conference phone number and instructions to join the call. Participants are responsible for connecting to the conference call. Early registration is encouraged. Applicants wishing more than one participant on the same day to take part in the technical assistance call, must connect from one location using a speaker phone. Capacity may be reached before the deadline.

CONFERENCE CALL TIMES		
1 st Choice	2 nd Choice	
<input type="checkbox"/>	<input type="checkbox"/>	Thursday August 28, 2003, 10:00 a.m. – 12:00 noon
<input type="checkbox"/>	<input type="checkbox"/>	Thursday August 28, 2003, 1:30 p.m. – 3:30 p.m.
<input type="checkbox"/>	<input type="checkbox"/>	Friday August 29, 2003, 10:00 a.m. – 12:00 p.m.
<input type="checkbox"/>	<input type="checkbox"/>	Wednesday September 3, 2003, 9:30 a.m. – 11:30 a.m.

Please complete the above information and
FAX to the attention of Cheryl Najm at
(517) 335-0592 on or before August 26, 2003.